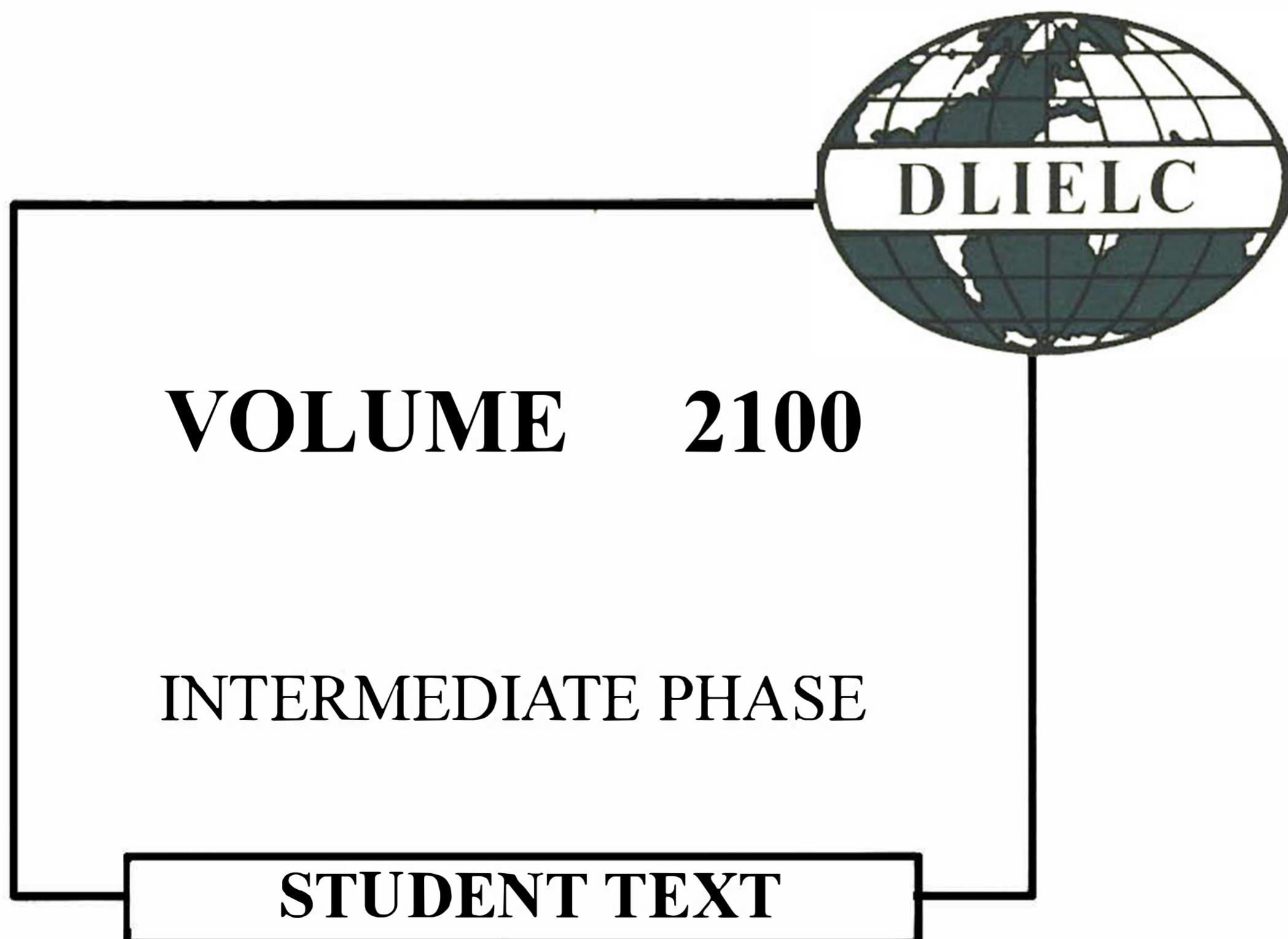




Defense Language Institute
English Language Center
Lackland Air Force Base, Texas

AMERICAN LANGUAGE COURSE



PREFACE

This Student Text, Volume 2100, is part of the Intermediate Phase of the American Language Course (ALC).

The ALC materials consist of the Pre-Elementary Phase; the Elementary Phase; the Intermediate Phase; the Advanced Phase; and the Specialized Phase, in which students concentrate on the technical vocabulary of one of several military specialties such as flying, ordnance, electronics, etc. Each volume of the American Language Course is accompanied by a set of similarly numbered pre-recorded tapes which provide aural-oral and written exercises coordinated with the contents of the volume. Special student texts and workbooks, instructor texts, tests, and other materials have also been prepared for use with these volumes.

The American Language Course is designed for an intensive language training program to provide students who do not understand and speak English with sufficient skill in English to enable them to pursue technical or professional training in various schools sponsored by the Department of Defense of the United States of America.

The American Language Course is published by the Defense Language Institute, English Language Center. This publication is for use by schools of the Defense Language Institute as part of the Defense Language Program. It is also for use by schools under technical control of the Defense Language Institute.

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Reporting of errors, omissions, and recommendations for improving this publication by the individual user is encouraged. Letters should be submitted to: Commandant, Defense Language Institute, English Language Center, ATTN: LEAC, Lackland Air Force Base, Texas 78236. Questions on objectives, presentations, exercises, instructional guidelines, etc., should be sent to the same address. Copies of DLIELC Form 100, to be used for these purposes, are enclosed in each box of texts shipped from DLIELC.

NOTES TO THE INSTRUCTOR

INTRODUCTION

This Student Text, Volume 2100, *American Language Course*, is the first of a series of four volumes in intermediate American English for foreign students. It is accompanied by 20 prerecorded tapes and by workbook exercises in the Student Workbook 2100/2200. This student text contains ten units. Each unit contains enough material for four hours of classroom and two hours of laboratory work.

In an appendix, this volume contains the following:

- (1) A list of the sounds in English based on the International Phonetic Alphabet. While the actual teaching of the symbols might be useful, they are only given as a reference and useful tool when needed.
- (2) A word list of 414 words indicating those words that a student should have learned when he completes the study of this student study guide. Naturally, the instructor or the book will have used additional terminology to enrich the teaching within the capabilities of the class.
- (3) A list of the principal parts of some irregular verbs.

OBJECTIVES

The material in this volume is intended to provide the students the opportunity to use the vocabulary and basic structures that they have learned in elementary English courses in their native country or in the United States. The main objective of each unit is to modify the student's behavioral language patterns rather than to teach isolated words, meanings, structural theory, pronunciation theory or any theoretical knowledge about the language that does not pertain to conversational usage.

Of equal importance, the program is designed to aid the students in adjusting more easily to people and ways of life in the United States. This should also make the language more meaningful to the students.

METHODS OF PRESENTATION

Careful planning must take place so that each unit is presented as contextually as possible, e.g., if an instructor wonders whether the students know the word *different*, he should ask a question using the word *different* rather than asking for meanings or definitions. If a student answers that the weather (or anything) is different because . . . , the instructor knows that the student can understand and use this word correctly. Therefore, a good careful analysis of questions to be asked on each lesson is necessary. Individual planning and experience are big factors in successfully modifying the behavioral language patterns of the students.

The units in this volume contain reading exercises. They should be read aloud by the instructor in class before requiring the students to read them aloud. This reduces the danger of the students practicing wrong pronunciation and intonation. Students should arrive in class well prepared for the day's unit of instruction by studying new words and structures in their own time before classes.

The pattern of each drill should be carefully explained to the students before they engage in it. They should then be able to drill intensively with little or no help from the instructor. The students are the main participants, and their English proficiency will improve through their own activities.

PRERECORDED TAPES

Each prerecorded tape in the *American Language Course* is intended to provide students with material for a 45-minute language laboratory study period. Each tape is numbered to correspond to the classroom unit it supports. The tapes require students to "participate" by recording their voices in a variety of drills. The plan is to insure that the students are thoroughly familiar with the mechanics of the exercise; that is, they should know the signals and be able to do the exercise exactly as instructed. It is extremely important to insure that mechanics cause no difficulties. In addition, the students should know the vocabulary items, understand the grammar exercise, and have some practice in pronunciation of new terms, so that laboratory practice can be used to sharpen and refine aural comprehension and practice the flow of speech. Encourage the student to do the laboratory exercises without using his script.

STUDENT WORKBOOK ASSIGNMENTS

Student Workbook, Volume 2100/2200 contains additional homework assignments for Student Texts Volume 2100 and Volume 2200. The exercises are completely student-centered and serve as reviews of material taught in class. The programmed exercises provide the student with immediate reinforcement. He can check his answers immediately and correct them, thereby freeing the instructor from detailed correction of homework papers. It may be wise to skim through a few completed programs early in the first week to be sure the students understand how to respond to them.

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QUESTIONS ON THE READING

PRACTICE IN CHANGING TENSES

PAST TENSE

FUTURE TENSE

TAPE 2101A

PRACTICE IN CHANGING TENSES:

PRESENT PROGRESSIVE

PAST PROGRESSIVE

PRONUNCIATION PRACTICE OF THE SOUND /æ/

DIALOG: IN A RESTAURANT

READING: A TRIP TO THE POST OFFICE

QUESTIONS ON THE READING

TAPE 2101B



UNIT 2101

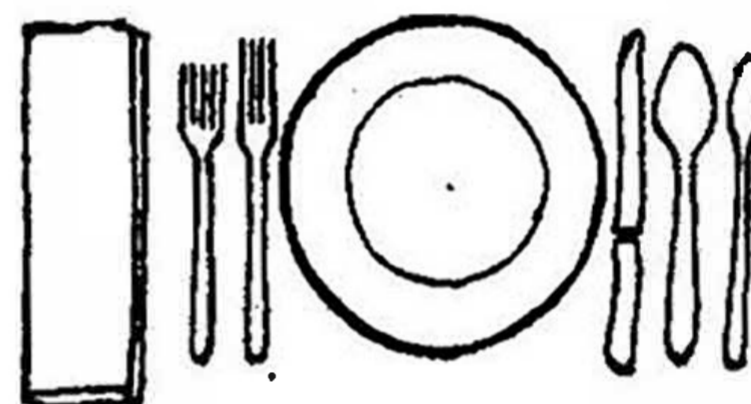
READING

DINING IN THE UNITED STATES

People from different countries eat different foods. They eat at different times and in different ways. Often a person who visits another country is not sure how to act when eating. He may wonder what silverware to use or what food to eat first. Sometimes even the sitting position becomes important. The purpose of this lesson is to give you self-confidence when you visit American homes.

There is one rule that all Americans follow. When they are invited to a home, they watch the host. Then they imitate his manners. This is not difficult to do. When the host uses a particular spoon, then the guest knows what that spoon is used for.

There are some simple guide lines about eating in the United States. Generally, on the table there is a plate. On the plate there may be a soup bowl. Sometimes soup is served first. Sometimes salad is served first. On the left of the plate you usually find a napkin and one or two forks. On the right of the plate there are a knife and spoons. This arrangement may vary. It depends on how formal the dinner is. Informal dinners may have only a knife, fork, and spoon on top of a napkin. The napkin is placed on the lap before eating. It is not taken from the lap unless one wants to wipe his mouth. After one completely finishes his meal, the napkin is placed back on the left side of the plate.



A TABLE SETTING

There may be more than one fork on the table. One fork is used to eat the salad and another fork is used to eat the other food. A fork is also used to hold the meat when you cut it. After one eats the salad, the salad fork is left on the salad plate. It is not taken off.

The knife is used to cut the meat. The meat is usually cut one piece at a time and eaten. It is not important whether one cuts the meat with the right or left hand. The knife may also be used to spread butter or other foods on bread. When the knife is not being used, it is left on the plate.

The spoons also have different uses. The soup spoon is for the soup. Spoons may also be provided for coffee, tea, and dessert. Their use will become obvious as the meal proceeds.

In general, one does not lean on the table or bend over to eat food in the United States. Also conversation is considered proper during the meal.

QUESTIONS ON THE READING

1. What is the purpose of the napkin?
2. What are the purposes of the knife?
3. What are the purposes of forks?
4. What are the purposes of spoons?
5. What rule do Americans follow when they are not sure of themselves?
6. If you eat about the same way as Americans, what other problems would bother you if you visited an American home?
7. If I wanted to go to a dinner in your country, what advice would you give me?

PRACTICE IN CHANGING TENSES

Read the sentence; then change it from the Present to the Past Tense, and then to the Future Tense.

Example:

1. John is a student.
 2. John was a student.
 3. John will be a student.
1. I am an instructor.
 2. John is in the school.
 3. The student eats in the cafeteria.
 4. He speaks English.
 5. The grass is wet.
 6. John opens the door.
 7. Billy runs around the block.
 8. The jet plane flies very fast.
 9. The student sits in the corner of the room.
 10. I need to rest.
 11. My eyes are weak.
 12. John travels all over the world.
 13. The sergeant salutes the captain.
 14. The instructor takes the pencil to the other room.
 15. He paints the wall.
 16. The man talks too loud.
 17. John cooks the food on the stove.
 18. Bob signs the check.
 19. The girl smiles at me.
 20. The arrow points toward the hospital.

TAPE 2101A

Listen.

Listen to the following sentences and try to remember what is said. You will be asked questions on the sentences. Answer the questions. Then you will hear the correct answers. Repeat the correct answers.

Listen and answer.

That lady over there is Mrs. Jones. She speaks English.

Who is that lady over there?

Mrs. Jones

That's Mrs. Jones.

That lady over there is Mrs. Jones.

What language does she speak?

English

She speaks English.

Mrs. Jones speaks English.

Listen and answer again.

That lady over there is Mrs. Smith. She is from Corpus Christi. Mrs. Smith speaks Spanish and English.

Where is Mrs. Smith from?

Corpus Christi

She is from Corpus Christi.

Mrs. Smith is from Corpus Christi.

What languages does Mrs. Smith speak?

Spanish and English

She speaks Spanish and English.

Mrs. Smith speaks Spanish and English.

Listen and answer.

That student over there is from Japan. He speaks Japanese. He is learning American English now. He knows a lot of English. His pronunciation is pretty good, because he practices in and out of class.

Where is the student from?

Japan

He is from Japan.

The student is from Japan.

What language is he learning now?

American English

He is learning American English.

Does he know much English?

Yes

Yes, he does.

Yes, he knows a lot of English.

How is his English?

Pretty good

It is pretty good.

His English is pretty good.

Listen and repeat.

A. Does she read English too?

B. Yes, she reads English.

A. Does she write English very well?

B. Yes, she speaks, reads and writes English.

A. And who is that man over there?

B. That's Mr. Jones.

A. Does Mr. Jones speak English?

B. Yes, he speaks English.

A. Does he understand English very well?

B. Yes, he understands English perfectly.

A. Do you speak English?

B. Yes, I speak English.

A. Do you read English?

B. Yes, I read English.

A. Do you write English very well?

B. Yes, I write English pretty well.

A. Do you know Mr. Jones?

B. Yes, I know Mr. Jones.

A. Do you know those students over there?

B. Yes, I know those students.

A. Do those students speak English?

B. Yes, they speak, read and write English.

Grammar Review. Singulars and plurals.

Listen and repeat.

pencil	pencils
pen	pens
book	books
chair	chairs
table	tables
tape	tapes
recorder	recorders
student	students
teacher	teachers
barber	barbers
farmer	farmers
fisherman	fishermen
doctor	doctors
nurse	nurses

Practice using the question phrase *how many*.

Listen and repeat.

How many pencils do you have?
I have two pencils.

How many trains do you see?
I see three trains.

How many tapes do they have?
They have six tapes.

How many teachers do we see?
We see ten teachers.

How many tables do you see?
I see four tables.

How many airplanes do you hear?
I hear two airplanes.

How many recorders do you have?
We have five recorders.

How many books do you want?
I want three books.

How many pens do I have?
You have eight pens.

How many students do they see?
They see seven students.

How many farmers do you see?
I see two farmers.

How many pencils do I have?
You have five pencils.

Answer the following questions. Use different numbers for each answer.

Listen and answer.

How many chairs do you see?

How many desks do you have?

How many buildings do you see?

How many dogs do they hear?

How many books do we read?

How many farmers do they know?

How many recorders do we need?

How many tapes do they record?

How many teachers do we have?

How many beds do they need?

Practice questions with Does and Doesn't.

Listen and repeat.

Does he have a pencil?
Doesn't he have a pencil?

Does she have a pencil?
Doesn't she have a pencil?

Does he see a train?
Doesn't he see a train?

Does she see a car?
Doesn't she see a car?

Does he hear a train?
Doesn't he hear a train?

Does she hear a bus?
Doesn't she hear a bus?

Does he want a book?
Doesn't he want a book?

Does she want a tape?
Doesn't she want a tape?

Does the student have a book?
Doesn't the student have a book?

Does the teacher hear an airplane?
Doesn't the teacher hear an airplane?

Complete the following phrases with any familiar noun. Try to use a different noun in each sentence.

Listen and complete the sentence.

I have a

You have some

We have many

They have a few

I see several

They want many

We hear a

You see a few

I see some

I want much

End of tape.

PRACTICE IN CHANGING TENSES

Read the sentence, then change it to the Present Progressive and then to the Past Progressive.

Example:

1. I study my lesson.
 2. I am studying my lesson.
 3. I was studying my lesson.
-
1. I speak English.
 2. John reads English.
 3. Bill talks too fast.
 4. Henry laughs too loud.
 5. Mr. Brown walks to the cafeteria.
 6. Bill rides in John's car.
 7. The dog runs across the street.
 8. The student writes his name.
 9. It rains.
 10. The student reports to the instructor.
 11. The car turns to the left.
 12. He eats slowly.
 13. She puts the book on the desk.
 14. The father takes his son to a movie.
 15. The sergeant salutes the captain.
 16. He moves his head.
 17. The dog bites the man.

PRONUNCIATION PRACTICE

Let's practice the pronunciation of the vowel sound /æ/.

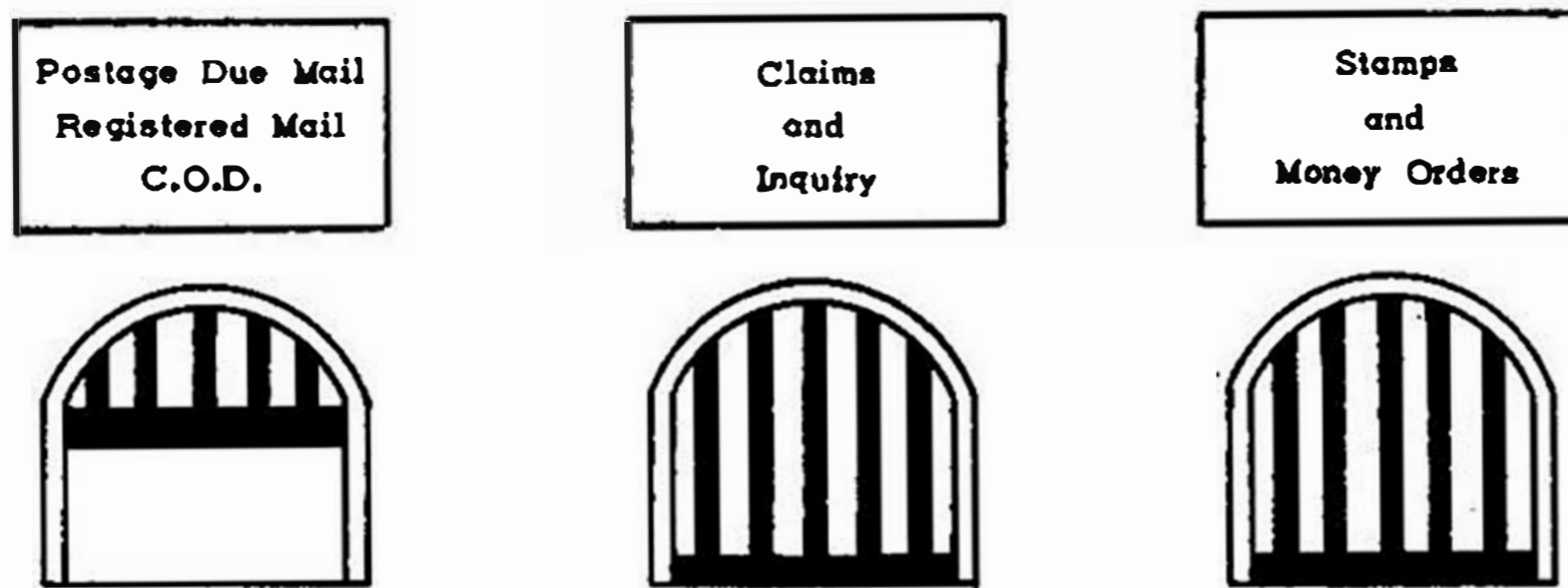
dad	sad	cat	class	am
man	hand	ran	rank	ask

Repeat after your instructor.

1. Dad is a familiar word for father.
2. I am not sad, I am happy.
3. He doesn't have a cat.
4. Our class meets in the morning.
5. I am a student.
6. The man is here.
7. Which is your right hand?
8. We ran very fast.
9. Ask as many questions as you want to.
10. What is his rank?

DIALOG**IN A RESTAURANT**

- Waiter: Are you ready to order?
 Mr. Brown: Yes. What kind of soup do you have today?
- Waiter: Chicken noodle.
 Mr. Brown: I don't like that very much. I believe I'll have tomato juice. Then I'll have the roast beef.
- Waiter: Which vegetables would you like?
 Mr. Brown: I'd like French fries and peas. Do I get a salad, too?
- Waiter: Yes, sir. A salad comes with the dinner. We have tomato salad, tossed salad and coleslaw.
 Mr. Brown: I'll have the tossed salad.
- Waiter: What kind of dressing would you like?
 Mr. Brown: French dressing.
- Waiter: Do you want to order dessert now?
 Mr. Brown: No, I'll wait.
- Waiter: What would you like to drink?
 Mr. Brown: I'll have coffee later.

**READING****A TRIP TO THE POST OFFICE**

Joe wanted to go to the post office yesterday. But he did not want to go alone. He asked me to go with him. He was afraid that the people in the post office might not understand his English. He would not go without me. I could not go in the morning, so we went in the afternoon.

First, Joe bought some stamps. He needed fifteen-cent stamps, and a thirty-one cent stamp. He also wanted to mail a package to his family. The package was small. Joe forgot to write his return address on the package. The clerk in the post office told him to put the address on it. Joe could not understand the clerk, so I helped him. Then Joe asked for a money order. He wanted to send some money to his family. The clerk wrote the money order for him. I am glad I went with Joe. He needed my help.

QUESTIONS ON THE READING

1. Why didn't Joe want to go to the post office alone?
2. When did he go with his friend?
3. Which stamps did Joe buy?
4. To whom did he send a package?
5. What did he forget to write on it?
6. What did he want to send to his family?
7. How did he do it?

TAPE 2101B

Listen.

You will hear some questions. Answer the questions. Then repeat the correct answers.

Example: Are you reading a letter?

No, I'm not.

Yes, I am.

Listen and answer.

Are you studying your lesson?

No, I'm not.

Yes, I am.

Are you reading the newspaper?

No, I'm not.

Yes, I am.

Is he studying his lesson?

No, he's not.

Yes, he is.

Is she writing a letter?

No, she's not.

Yes, she is.

Are they reading a magazine?

No, they're not.

Yes, they are.

Listen and repeat.

The teacher

is writing

on the blackboard

The teacher is writing on the blackboard.

The teacher is writing on the blackboard.

The student

is listening

to a tape

The student is listening to a tape.

The student is listening to a tape.

Those students
are going
to the laboratory
Those students are going to the laboratory.
Those students are going to the laboratory.

Listen.

Listen to the following sentences and try to remember what is said. You will be asked questions on the sentences. Answer the questions. Then you will hear the correct answers. Repeat the correct answers.

The teacher is writing on the blackboard. The student is listening to a tape. Those students are going to the laboratory.

Listen and answer.

What is the teacher doing?

writing on the blackboard
The teacher is writing on the blackboard.
The teacher is writing on the blackboard.

What is the student doing?

listening to a tape
The student is listening to a tape.
The student is listening to a tape.

Where are those students going?

to the laboratory
Those students are going to the laboratory.
Those students are going to the laboratory.

Listen and repeat.

The student
usually reads
a newspaper.
The student usually reads a newspaper.
The student usually reads a newspaper.

The student
is reading
a newspaper now.
The student is reading a newspaper now.
The student is reading a newspaper now.

The teacher
often writes
on the blackboard
The teacher often writes on the blackboard.
The teacher often writes on the blackboard.

Those students
always go
to the laboratory
Those students always go to the laboratory.
Those students always go to the laboratory.

Those students
are going
to the laboratory
Those students are going to the laboratory now.
Those students are going to the laboratory now.

Listen.

Listen and complete the following sentences. You will hear: "I speak English," "and he" followed by a pause. You should say: "He speaks English." Then the correct answer will be given. Repeat the correct answer.

Listen and complete.

I speak English.
and he
He speaks English.

You speak English.
and she
She speaks English.

They speak English.
and the student
The student speaks English.

I read English.
and he
He reads English.

You read English.
and she
She reads English.

They read English.
and the student
The student reads English.

I know English.
and he
He knows English.

You know English.
and she
She knows English.

They know English.
and the student
The student knows English.

Listen.

Practice on two forms of verbs you have learned in English.

Listen and repeat.

want	wants
write	writes
speak	speaks
read	reads
know	knows
have	has
see	sees
hear	hears

I want a book.

He wants a book.
He wants a book.

I write many letters.

She writes many letters.
She writes many letters.

I speak English.

He speaks English.
He speaks English.

I read English.

She reads English.
She reads English.

I know English.

He knows English.
He knows English.

I have a book.

She has a book.
She has a book.

I see a new jet.

He sees a new jet.
He sees a new jet.

I hear a strange noise.

He hears a strange noise.
He hears a strange noise.

I wash my hands.

He washes his hands.
He washes his hands.

I raise my hand.

He raises his hand.
He raises his hand.

I wish for a sunny day.

He wishes for a sunny day.
He wishes for a sunny day.

I miss the point.

He misses the point.
He misses the point.

I pass the sugar.

He passes the sugar.
He passes the sugar.

* * * *